

January 27, 2026

Recommendation:

The Charter Review Team for Hayward Unified School District has reviewed the renewal petition for Leadership Public Schools-Hayward. The recommendation is to approve the petition for a five-year term based on the school’s overall performance meeting the renewal criteria outlined in California Education Code sections 47607 and 47607.2, including demonstrated academic performance at the middle range, operational stability, and the capacity to continue implementing its educational program in compliance with applicable legal, fiscal, and governance requirements.

Charter Petition Evaluation Rubric

School Name: Leadership Public Schools-Hayward
Charter Performance Category: Middle Tier
Reviewer Name: Mr. Kwasi Reed, Alternative Education Director, HUSD
Submission Date: November 26, 2025
1st Public Hearing: January 14, 2026
2nd Public Hearing (Action Meeting): February 11, 2026
[LPS-Hayward Website](#)
[LPS-Hayward Dashboard](#)
[Mt. Eden High School Dashboard](#)
[Hayward Unified Performance Overview](#)

This template is designed to guide review of charter school petitions. Throughout the evaluation, you are asked to rate the response as *Inadequate*, *Approaches*, *Meets* or *Excels*:

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria for each section define the qualities of an “Excels” response in relation to the specific topic.

In addition, the following rating definitions should guide your assessment:

Inadequate: The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the petitioner’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Approaches: The response addresses most of the selection criteria, but lacks some meaningful detail and requires important additional information in order to be reasonably comprehensive.

Meets: The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. It contains many of the characteristics of a response that excels even though it may require additional specificity, support or elaboration in places.

Excels: The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

At the end of each section, you will identify “Criteria Satisfied” and “Criteria Not Sufficiently Addressed, Concerns & Additional Questions.” Those sections allow you to explain and elaborate on your ratings. Your comments are essential to staff’s understanding of your assessment. Your questions and comments are relevant to subsequent capacity interviews, public hearings and internal deliberations.

EVALUATION INSTRUCTIONS

The evaluation has four Parts corresponding to key aspects of the petition:

- I. Executive Summary**
- II. Educational Program**
- III. Petitioner Capacity**
- IV. Fifteen Elements**

Each Part is divided into sections addressing key provisions of the Charter Schools Act and the quality of a charter petition.

IMPORTANT:

- Read the relevant section of the petition.
- Read the evaluation criteria and mark the box that best fits your assessment of the response (*Inadequate, Approaches, Meets* or *Excels*).
- In those instances where the criteria are *bulleted*, you are expected to evaluate the criteria as a whole. In those instances where the criteria are *numbered*, you are expected to evaluate each criterion individually.
- For Parts II-IV, use the “Criteria Satisfied” text box to identify key strengths. Reference specific sections and page numbers.
- For Parts II-IV, use the “Criteria Not Sufficiently Addressed, Concerns & Additional Questions” text box to identify key concerns and to identify questions that are important to getting a full understanding of the plan. Reference specific sections and page numbers.
- For Parts II-IV, use the “Summary” boxes at the end to highlight the key strengths and concerns that you have for that Part of the petition as a whole.

NOTE: Many charter applications may not likely follow the format or sequence of this rubric. In many instances it will be necessary to review multiple sections of the petition before returning to the rubric to assess one of the following areas identified for evaluation.

I. EXECUTIVE SUMMARY

NOTE: *An Executive Summary is NOT a legally required element of a charter petition and therefore may not be specifically identified in the charter petition. However the petition must include a description of what it means to be an educated person in the 21st century, and how learning best occurs.” In addition, the petition must include the objective of “enabling pupils to become self-motivated, competent, and lifelong learners.”*

The Executive Summary provides a comprehensive overview of the proposed plan. The Executive Summary should present the school’s mission, vision, values and school educational philosophy. An Executive Summary that excels will articulate the following:

- A Mission Statement that is clear and compelling; focuses on improving educational outcomes; and establishes a set of priorities that are meaningful, manageable and measurable;
- A Vision Statement that describes a student’s daily experience at the school including rituals, expectations, and co-curricular activities;
- A defined **Educational Philosophy and Approach** – including what it means to be an “educated person” in the 21st Century and how learning best occurs– that is aligned with the mission statement, proven effective for the target population and applicable to varied teaching and learning styles (§ 47605(b)(5)(A) (Element 1);
- The goals identified in the educational program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners; and
- An organizational team that is diverse, supportive and committed to advancing the mission of the proposed school.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

HUSD Staff Summary:

Leadership Public Schools-Hayward presents the school’s mission and beliefs in the Executive Summary. The vision, values and school educational philosophy can be found at the beginning of the charter renewal. Included in the vision is how LPS-Hayward prepares its students to enter adulthood with pride in themselves; a commitment to social justice. LPS states that their mission is to create inclusive, empowering, and college preparatory learning experiences that equip them for success in college, career, and community leadership. In the Executive Summary LPS-Hayward describes learning best occurs when environments are: responsive to students academic level; differentiated for more personalized learning that is supported from data and enhanced by technology; and asset-based to develop a student's sense of belonging. LPS-Hayward states that this approach is embedded in the 8 components of their instruction program that keeps students at the the center:

Component 1: Rigorous Standards-Aligned Instruction	Component 5: Equity-Focused Practices
Component 2: Data Informed Practices	Component 6:Real World Learning and Career Preparation

Component 3: Personalized Learning and Targeted Support	Component 7: Collaborative and Adaptive PD
Component 4: SEL and Wellness	Component 8: Student Engagement and Leadership Opportunities

The following pages in the Executive Summary offer data from the California School’s Dashboard demonstrating a steady academic growth measured by the Smarter Balanced Assessment System (SBAC). The indicators are improvements made by LPS-Hayward in the Mathematics and English Language Arts areas compared to the HUSD average by subgroups and grade levels for the 2023-24 and 2024-25 academic years.. HUSD and the state were used as comparables. The data indicator status reflected all students. LPS-Hayward also met local indicators on the dashboard in 2023 and 2024. LPS-Hayward affirms their growth on the dashboard in Math and ELA by highlighting growth areas from their internal assessments from NWEA: MAP. These additional academic benchmark performance measures 9th-12th graders in the area of Math and Reading and highlights the growth of target sub-groups. The petition continues to highlight the schools performance exceeding HUSD’s and the state average in the areas of graduation rate; College and Career; A-G Completion and Chronic Absenteeism.

II. EDUCATIONAL PROGRAM

Statutory References:

E.C. § 47605(b)(1)

E.C. § 47605(b)(5)(A)-(C)

The education program should tell you who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should give you a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. TARGET POPULATION

A description of the Target Population excels if it has the following characteristics:

- Coherent description of the students the school expects to serve based on understanding of the district population and the location in which the school expects to operate;
- Demonstrated understanding of the educational needs of the target population; and
- Explanation of how the mission and vision align with the needs of the target population.

TARGET POPULATION

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: TARGET POPULATION

If Meets or Excels; <i>Strengths</i>	Reference (pg. #s refer to original petition)	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
<p>The petition provides a coherent description of the students the school expects to serve, clearly identifying that Leadership Public Schools – Hayward is located in Hayward, CA and serves students in grades 9–12 through a college and career preparatory program. It explicitly highlights the school’s focus on ensuring access to A–G coursework, providing dual enrollment opportunities, and integrating academic, socio-emotional, and leadership supports, which collectively describe the student experience and needs addressed.</p> <p>The petition demonstrates an understanding of the district/community context by providing student population demographics and subgroup comparisons (English Learners, socioeconomically disadvantaged students, students with disabilities, etc.), including</p>	p. 27-30	<p>Although student subgroup data are included, the petition could strengthen alignment by explicitly analyzing academic performance needs (e.g., baseline CAASPP/ELA/math performance, local graduation gaps, chronic absenteeism patterns) to clarify the precise needs the educational program is designed to address.</p> <p>The petition notes efforts to increase representation (e.g.,</p>	

<p>comparisons to Mt. Eden High, HUSD, and the state. This supports the rubric expectation that the target population be grounded in district/community realities.</p> <p>The petition connects the mission and vision to student needs by emphasizing its commitment to eliminating disparities and ensuring students—particularly historically underserved students—graduate prepared for higher education, careers, and civic participation.</p>		<p>African American enrollment) but does not fully define measurable recruitment/retention outcome targets.</p>	
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B. PHILOSOPHY AND APPROACH TO INSTRUCTION

A description of the Educational Philosophy and Approach to Instruction excels if it has the following characteristics:

1. **Rationale:** *Is the rationale compelling?*
 - A compelling rationale with a clear foundation in research-based educational practices, teaching methods and/or high standards for student learning;
2. **Mission Alignment:** *Do the philosophy and approach align with the mission and vision?*
 - Alignment with mission and vision; and
3. **Population Alignment:** *Does sound reasoning or evidence indicate that the target population is likely to benefit?*
 - Persuasive explanation of why the philosophy and approach are appropriate for and likely to result in improved educational performance for the target population, including any available performance data from use of the same educational philosophy and approach to instruction with similar populations.

1. Rationale: *Is the rationale compelling?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

2. Mission Alignment: *Do the philosophy and approach align with the mission and vision?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

3. Population Alignment: *Does sound reasoning or evidence indicate that the target population is likely to benefit?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

<p>If Meets or Excels; <i>Strengths</i></p>	<p>Reference</p>	<p>If Approaches or Inadequate; <i>Concerns & Additional Questions</i></p>	<p>Reference</p>
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<p>The petition establishes an instructional rationale grounded in a coherent commitment to college and career readiness, student empowerment, and equitable access to rigorous learning experiences. It explains the school’s approach as rooted in ensuring students access A–G coursework, are supported through academic and socio-emotional systems, and build readiness for college, careers, and community leadership.</p> <p>The petition references network-wide program coherence through the LPS Common Spine, describing its purpose as providing stability and structure while remaining adaptable for school contexts. It explains that curriculum development has included partnerships and teacher involvement, which indicates intentional program design rather than ad-hoc instructional planning.</p> <p>The petition supports mission alignment through the design of a college and career preparatory model, anchored in A–G access and expanded readiness opportunities (including dual enrollment). These program components reflect a philosophy that students should leave the school with strong academic preparation and broader leadership/citizenship competence.</p> <p>LPS-Hayward aligns its philosophy of instruction to mission/vision by emphasizing that the instructional program is designed to ensure students develop the academic preparation and readiness skills needed for higher education and workforce success, particularly for historically underserved students.</p> <p>The petition demonstrates inclusive access planning through targeted outreach strategies designed to ensure families—including those with disabilities, language needs, and barriers to access—can participate in recruitment and enrollment. The petition outlines strategies such as translation support, accessible materials, partnerships with community organizations serving students with disabilities, and inclusive events designed to ensure informed access. In addition the petition further strengthens population alignment through explicit recruitment strategies for students with disabilities, showing that inclusion is not only instructional but also embedded in outreach and access practices.</p>	<p>pg. 33-38</p> <p>pg. 44</p>	<p>What are the daily instructional practices that directly demonstrate mission alignment (e.g., the instructional routines, leadership development systems, student rituals, and what mission alignment looks like in classroom implementation).</p>	
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C. CURRICULUM FRAMEWORK

The description of the curriculum should provide the reviewer with a sense not only of *what* the school will teach but also of *how* and *why*. It must present research, applicant experience and/or reasoning sufficient to convince the reviewer that the applicants have already made sound educational decisions.

A description of the Curriculum Framework excels if it has the following characteristics:

Mark this box and complete this part, on behalf of the curriculum that has already been selected/developed:

1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards and student needs?*
 - A clear description of the framework and research, experience and/or sound reasoning that demonstrates alignment with the school’s mission, state standards and anticipated student needs;
2. **Implementation:** *Does the plan demonstrate the resources, scheduling and professional support needed for effective implementation?*
 - An implementation plan showing persuasively the resources, daily schedule, annual calendar and professional development that support effective implementation; and
 - A clear description of the manner in which the school will prioritize the implementation of those elements of the proposed educational program that will ensure likely achievement of the goals of the program;
3. **Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*
 - Effective strategies for evaluating the effectiveness of implementation and responding when student performance falls short of goals.

1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards and student needs?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

2. **Implementation:** *Does the plan demonstrate the resources, scheduling and professional support needed for effective implementation?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

3. **Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: CURRICULUM FRAMEWORK

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
The petition meets curriculum alignment expectations by identifying specific instructional materials and curricula that	pg. 44- 46	The petition does not consistently provide research justification or	

<p>support a standards-aligned pathway and college readiness. It provides concrete evidence of selected curriculum resources across content areas (English, math, history, science, ethnic studies, and support periods) and shows alignment to a college-prep sequence through course types (CP, Honors, AP) and explicit curriculum sources.</p> <p>The petition also describes the LPS Common Spine as a network framework intended to support curriculum coherence, consistency, and teacher ownership through collaborative design and open-source materials. This structure supports alignment to standards and student needs by ensuring shared pacing, assessment alignment, and instructional expectations across classrooms.</p> <p>LPS-Hayward meets the evaluation criterion by describing an assessment-alignment initiative that is explicitly designed to evaluate effectiveness and support instructional responsiveness. It identifies that LPS Hayward has completed Phase 1 of refining and developing aligned assessments (NGSS, C3, CCSS), and that performance assessments integrated into the Common Spine repository enable students to demonstrate mastery of academic content and essential skills. This demonstrates a structured strategy for measuring implementation outcomes and monitoring mastery.</p>	<p>pg. 72-73</p>	<p>evidence for why each curriculum is the best match for the student population (beyond general alignment and coherence).</p> <p>The petition could strengthen alignment by explicitly showing how curriculum selection addresses achievement gaps for EL students, students with disabilities, and students below grade level.</p>	
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D. SPECIAL POPULATIONS: SPECIAL EDUCATION

Federal law requires charter schools, like all public schools, to provide a free appropriate education in the least restrictive environment to students identified with disabilities who are enrolled at the school. A plan for serving students with disabilities excels if it has the following characteristics:

- Demonstrated understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities and obligations held under Section 504 of the ADA;
- A clear statement regarding what petitioners expect will be the school’s anticipated LEA status for purposes of special education and the implications of that status determination;
- A sound plan -- including lead contact, funding, service and intervention arrangements -- for identifying and meeting the needs of students identified with disabilities;
- Alignment of the special education plan with the core educational program; and
- Evidence of high expectations for students with special needs.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: SPECIAL EDUCATION

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
Appears to meet criteria. The proposal states a clear process to identify and support students with a 504 accommodation plan.	pg.89-90		
There is awareness of IDEA and state timelines related to special ed. LPS-Hayward reflects an understanding of its role in following ed. code and applicable practices and policies of the SELPA (El Dorado County SELPA) Will not deny students admission or counsel out of LPS due to their disability. LPS-Hayward recognizes that students with disabilities (SWD) do not lose access to regular instruction. LPS-Hayward states that they implement a Push In Model that uses Collaboration model , as well as a Pull Out model.	Special Ed pg.88	The petition should provide clearer site-level schedule evidence (daily bell schedule, instructional minutes, intervention blocks) to prove implementation feasibility. The petition should clarify how implementation accountability is monitored at the classroom level (look-fors, observation cycle frequency, and fidelity expectations).	

E. SPECIAL POPULATIONS: ENGLISH LANGUAGE LEARNERS

Federal law requires charter schools, like all public schools, to meet the needs of English language learners by helping them gain English proficiency and also make progress in all academic subjects. A plan for serving English language learners excels if it has the following characteristics:

- Demonstrated understanding of the likely English language learner population;
- A sound approach to identifying and meeting the needs of English language learners tailored to the anticipated population;
- A sound approach to helping English language learners fulfill expectations of the core educational program, including a lead contact and intervention process; and
- Evidence of high expectations for English language learners.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: ENGLISH LANGUAGE LEARNERS

If Meets or Excels; <i>Strengths</i>	Refer ence	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Ref ere nce
outlines a sound approach to identifying English learners by describing procedures for administering the Initial ELPAC to	Pgs. 91-94	The petition would be strengthened by	

<p>students newly enrolled from outside California and administering the Summative ELPAC annually to continuing English learners until they meet reclassification criteria. This indicates a compliant and structured identification and monitoring process aligned with state requirements.</p> <p>The petition also describes a plan to support English learners in meeting core academic expectations by using multiple measures and systems (including academic assessment tools and progress monitoring) and by framing language supports as a part of a broader student success program. The use of defined assessment systems supports an intervention process where student performance can be monitored and instructional supports adjusted as needed to maintain access to grade-level instruction.</p> <p>The petition reflects high expectations for English learners by emphasizing that EL students will be supported to achieve college/career readiness outcomes through a rigorous academic program with aligned assessments and instructional support systems.</p>		<p>explicitly describing the school's EL instructional model (e.g., how designated ELD and integrated ELD occur daily/weekly, instructional minutes, and how EL supports are embedded into core classes).</p>	
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F. PUPIL OUTCOMES

Pupil outcomes are central to the school's existence. They represent the school's definition of success and should drive all aspects of the program and operation. A description of Pupil Outcomes excels if it has the following characteristics:

1. **Alignment:** *Do the objectives align with the mission and vision?*
 - o Educational objectives aligned with the mission, vision and educational program;
2. **Measurement:** *Are the goals clear, specific and measurable?*
 - o Multiple performance measures applied to student learning objectives.
 - o Measures include performance goals based on absolute (e.g., proficiency levels), relative (e.g., comparison schools) and individual gains (e.g., year-to-year matched student cohort gains);
 - o Goals that are specific, measurable and time bound;
3. **Performance Level:** *Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?*
 - o Performance levels that are both ambitious and realistic including rigorous promotion and graduation standards;
 - o Performance levels are considered annually and graduated as needed to sufficiently accelerate learning based on the needs of the target population;

1. Alignment: *Do the objectives align with the mission and vision?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	<i>X</i>	<input type="checkbox"/>

2. Measurement: *Are the goals clear, specific and measurable?*

Inadequate	Approaches	Meets	Excels

<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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3. Performance Level: *Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: PUPIL OUTCOMES

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
<p>The petition’s pupil outcomes align with the school’s mission and vision by defining success through academic readiness and postsecondary outcomes. The petition frames student success through measurable outcomes such as graduation readiness and college enrollment indicators, reflecting an educational program designed to prepare students for college, careers, and long-term success.</p> <p>The petition further strengthens alignment by connecting outcomes to a rigorous college-preparatory program that supports A–G completion and readiness pathways intended to ensure students meet postsecondary expectations.</p> <p>The petition also describes the use of multiple assessment measures (including academic benchmarks and statewide assessments), supporting the use of varied measures to track student progress and outcomes beyond a single indicator.</p>	p. 96-102		

G. PUPIL PROGRESS

Summative evaluations measure student performance for the purpose of evaluating academic program effectiveness and overall school operation. In other words, they are used to determine how much students have learned. Formative evaluations measure student performance for the purpose of determining

students' learning needs and to inform instructional strategies. In other words, they are used to determine what students still need to learn.

A plan for evaluating Pupil Progress excels if it uses both formative and summative and includes the following characteristics:

1. Assessments: *Does the school have valid and reliable measures of student progress?*

- Identification of the expected range of formative and summative assessments including but not limited to state-mandated assessments;
- Evidence that assessments will be valid and reliable measures of student progress toward achieving the identified Pupil Outcomes.

2. Instruction Improvement: *Does the school have a sound plan for using assessments to inform instruction?*

- A coherent strategy for using student assessment and performance data to evaluate and inform instruction on an ongoing basis.

3. Reporting: *Is the school committed to reporting and disseminating performance information?*

- A plan for sharing performance information, including standardized test results, with students, families and public agencies, as required.
- A clear description of the manner in which stakeholders will act upon and make use of the performance information provided.

1. Assessments: *Does the school have valid and reliable measures of student progress?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

2. Instruction Improvement: *Does the school have a sound plan for using assessments to inform instruction?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

3. Reporting: *Is the school committed to reporting and disseminating performance information?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: PUPIL PROGRESS

If Meets or Excels; Strengths	Referen ce	If Approaches or Inadequate; Concerns & Additional Questions	Refere nce
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<p>The petition identifies a range of formative and summative assessments that will be used to evaluate student progress, including state-mandated measures and interim assessments. It describes required assessments such as SBAC/CAST and the ELPAC system for English learners, including both initial and annual administration as part of progress monitoring toward reclassification.</p> <p>The petition also includes interim and diagnostic tools such as NWEA MAP, which provides nationally normed growth measures, supporting consistent and comparable tracking of academic progress over time.</p> <p>LPS-Hayward administers various assessments to students throughout the year. The data is continually shared and personalized to students to track growth and guide instruction.</p> <p>Additionally, the petition includes climate and engagement measurement through Panorama surveys, demonstrating attention to school conditions that influence academic performance and student progress.</p>	<p>pg. 103-120</p> <p>p. 105-106</p> <p>pg. 108-109</p>	<p>While the petition identifies multiple assessment tools, it does not clearly describe the structure, frequency, or participants in data review cycles, nor how assessment results consistently drive instructional adjustments across classrooms and content areas.</p> <p>It is unclear how the school will ensure consistent implementation of formative assessment practices and intervention strategies across teachers, grade levels, and departments (pp. 103–120).</p>	<p>(pp. 103–120).</p>
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EDUCATIONAL PROGRAM SUMMARY

Please summarize your evaluation of the school’s proposed educational program by rating the program’s soundness as a whole. Your rating should reflect your overall impression of the plan as presented. Following the rating, please use the comment boxes to discuss the most significant strengths and weaknesses of the educational program.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

EDUCATIONAL PROGRAM SUMMARY

Strengths
<p>The petition presents a coherent and mission-aligned educational program designed to support grades 9–12 students in achieving college, career, and long-term success outcomes. The Target Population section demonstrates awareness of the district context and includes subgroup demographic comparisons (including English learners, socioeconomically disadvantaged students, and students with disabilities),</p>

supporting that the petitioners understand key characteristics of the community the school intends to serve.

The petition also includes an emphasis on academic rigor and postsecondary readiness, including A–G access and multiple measurable outcome indicators such as college-going rates and A–G completion outcomes, which demonstrates that pupil success is defined through meaningful and relevant postsecondary measures.

The curriculum section provides clarity about course offerings and curriculum resources across core subjects and support periods, allowing the reviewer to understand what students will be taught and what materials are intended to support instruction.

The petition also establishes program coherence through the **LPS Common Spine**, which provides aligned curricular resources, assessment development, and professional learning supports intended to strengthen instructional consistency across classrooms.

The petition identifies a broad assessment system to monitor pupil progress, including required measures such as ELPAC and interim measures such as NWEA MAP, indicating that student progress will be evaluated using multiple sources of performance evidence.

Concerns and Additional Questions

LPS-Hayward presented California School Dashboard Performance Indicators that reflect academic gains and improvements from 2023 to 2024. The CDE allows charter schools to use other verified data sources to support their renewal petition. LPS-Hayward’s use of the National Student Clearing house to highlight secondary outcomes distorts the impact LPS-Hayward has in executing its mission.

LPS-Hayward uses the following two descriptors: Low Income Schools and High Minority Schools, as comparison of peers; but when reviewing their percentage of numerically significant student sub-groups only 55% of their students SED (socioeconomically disadvantaged).

The petition does not consistently explain the reasoning behind curriculum selection, including how each curriculum choice is designed to address student learning gaps and subgroup needs.

The petition references assessment collection, but lacks sufficient detail about how performance information will be shared with families, how often reporting occurs, and how stakeholders will use results to support students.

PETITIONER CAPACITY

Statutory References:

E.C. § 47605(b)(2); E.C. § 47605(b)(5)(D)-(P); E.C. § 47605(c)(2); and E.C. § 47605(g)

The Charter Schools Act requires the authorizer to determine whether the petitioners are “demonstrably unlikely to successfully implement the program.” Experience with new school development demonstrates that unless petitioners have sound plans and capacity for governance, management, employment and financial operation, they are unlikely to successfully implement the program. This section should provide a clear, convincing picture of the petitioners’ capacity to operate the school successfully.

A. GOVERNANCE CAPACITY

A description of the plan for Governance excels if it has the following characteristics:

1. Legal Structure: *Does the school have adequate and appropriate legal structure?*

- Documentation of proper legal structure (Articles of Incorporation stamped by the Office of the Secretary of State and corporate Bylaws);
- Evidence of 501(c)3 Non-Profit Corporation status;
- Adequate bylaws, policies & procedures for governing body operation (director selection & removal, decision making, powers and duties, expansion and transition plans)

2. Governance Experience: *Does the board demonstrate the capacity needed to govern effectively?*

- Evidence of analysis that proposed founding members of the governing body possess and will contribute the wide range of knowledge and skills needed to oversee a successful charter school;
- Evidence of the existing or emerging capacity of the proposed founding members of the governing board to work as an effective unit in the interest of the proposed charter school;

3. Operating Plan: *Does the school have an operating plan that complies with legal obligations and incorporates sound governance practices?*

- Demonstrated understanding of the board’s responsibility for the educational and fiscal integrity of the school and for fulfilling the terms of the charter;
- Clear, reasonable selection and removal procedures, term limits, meeting schedules, and powers and duties for members of the governing body;
- Demonstrated understanding and assurance of compliance with open meetings requirements;
- Reasonable conflict of interest policy;
- Adequate plan for insurance;
- A plan for meaningful involvement or input of parents and community members in the governance of the school;
- Clear, sensible delineation of roles and responsibilities of parent councils, advisory committees or other supporting groups; and
- Clear, sensible definition of governing body roles and responsibilities in relation to management.

1. Legal Structure: *Does the school have adequate and appropriate legal structure?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

2. Governance Experience: *Does the board demonstrate the capacity needed to govern effectively?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

3. Operating Plan: *Does the school have an operating plan that complies with legal obligations and incorporates sound governance practices?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: GOVERNANCE CAPACITY

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
It appears that LPS-Hayward governance structure is aligned to the requirements outlined by CDE. Board members meet the	pg. 121-130		

state requirements; and its members reflect the expertise and skills to oversee a charter school.			
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B. MANAGEMENT CAPACITY

A leadership plan excels if it has the following characteristics:

1. **Enrollment Procedures:** *Does the petition present reasonable enrollment procedures that comply with applicable law?*
 - A description of the means by which the school will seek to attain a racial and ethnic balance among its pupils that is reflective of the district including specific plans and strategies for student recruitment;
 - A clear and compelling student recruitment plan likely to attract projected enrollment, particularly in Year 1;
 - A specific plan for conducting a public random drawing or an assurance that such a drawing will be conducted subject to district approval in the event that the number of pupils who wish to attend the school exceed the capacity;
 - An assurance that the school will not impose admission requirements OR, if the school proposes to have requirements, a precise description of those requirements, a compelling statement regarding why they are essential to fulfillment of the school’s mission, and a specific plan for the school will incorporate the requirements into any random drawings.
 - A clear description of the enrollment process to include any unique intake or application evaluation process to be used by the school designed to meet the needs of the target population outlined in the petition.

2. **Operating Procedures:** *Does the petition present sound operating procedures that comply with applicable law?*
 - The procedures that the school will follow to ensure the health and safety of pupils and staff;
 - A clearly articulated discipline policy with suspension and expulsion procedures that are fully explained consistent with the school’s mission, educational philosophy and applicable law;
 - A statement regarding attendance alternatives for students residing in the district who choose not to attend the school;
 - A statement that the school intends to use the district’s approved procedure for resolving disputes relating to provisions of the charter OR, in the alternative, a clear description of the procedures that the school proposes to use;
 - A description of the systems likely to be effective in addressing parent and community complaints; and
 - An assurance that the school will comply with the district’s approved procedures for school closure in the event that the charter is relinquished, revoked or not renewed.

3. **Management Structure:** *How effective is the management structure likely to be?*
 - Clearly defined management roles and responsibilities for all positions within the administration of the school;
 - A clear plan for recruitment, selection, development and evaluation of staff including the school leader;
 - Verifiable internal procedures and controls to ensure conformance with the approved budget;

- An approved and public organizational chart delineating board and management roles and lines of authority;
- Clear, sensible delineation of roles and responsibilities for implementing the school program including clearly defined roles for parent councils, advisory committees and other supporting groups;
- Management job descriptions identifying key roles, responsibilities and accountability;
- An allocation of time, financial resources and personnel that is sufficient for planning and start-up prior to the school's opening; and
- The manner in which administrative services are to be provided and any potential civil liability effects on the school or the district.

1. Enrollment Procedures: *Does the petition present reasonable enrollment procedures that comply with applicable law?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

2. Operating Procedures: *Does the petition present sound operating procedures that comply with applicable law?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

3. Management Structure: *How effective is the management structure likely to be?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: MANAGEMENT CAPACITY

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
LPS-Hayward states their policy in their charter renewal. This is aligned with ed code as listed. The petition describes the lottery process. LPS-Hayward provides a comprehensive outreach plan and recruitment of students with disabilities and	p. 163-165	While LPS-Hayward identifies its goal of ethnic and racial balance it seems that more efforts need to be made to recruit more social-economically disadvantaged students to better mirror district enrollment data.	

underrepresented student groups.			
LPS-Hayward charter petition addressed all state requirements for operations and management.			

C. EMPLOYMENT CAPACITY

An employment plan excels if it has the following characteristics:

1. *Qualifications and Responsibilities: How clear and sensible are required staff capacities and intended allocation of responsibilities?*
 - Description of the qualifications for and responsibilities of key employees of the school, including the instructional leader and other key school administration positions.

2. *Compensation Plan: How sound is the staff compensation plan?*
 - A compensation plan based on sound budget assumptions that reflects understanding of the prevailing market and supports the proposed educational program.

3. *Policies and Assurances: Does the petition contain the required assurances and a reasonable plan for policy development?*
 - Adequate personnel policies or a sound plan articulated for timely development;
 - An assurance that staff will meet applicable state and federal requirements for credentialing and "highly qualified" status;
 - An adequate description of the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security;
 - A statement regarding employee rights of return, if any;
 - A clear declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act; and
 - An assurance that staff will have criminal background and other required health and safety checks and manner in which these will be conducted.

1. Qualifications and Responsibilities: *How clear and sensible are required staff capacities and intended allocation of responsibilities?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

2. Compensation Plan: *How sound is the staff compensation plan?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

3. Policies and Assurances: *Does the petition contain the required assurances and a reasonable plan for policy development?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: EMPLOYMENT CAPACITY

If Meets or Excels; <i>Strengths</i>	Reference	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Reference
The petition provides a detailed description of the hiring process, support for teachers and its evaluation system system. Providing performance support measures for staff.	Pg 131		

D. FINANCIAL CAPACITY

The petition should present an understanding of how the charter operators intend to manage the school’s finances and maintain the organization’s financial viability. It should make a persuasive case for financial viability including sound revenue projections; expenditure requirements; and budgetary support for and alignment with the educational program.

A plan for financial capacity excels if it has the following characteristics:

1. Financial Operation: *How would you rate the structures and practices related to financial operation?*

- A balanced three-year budget accurately reflecting all budget assumptions;
- A start-up year plan with reasonable assessment of and plan for costs;
- A clear indication that the school has a sound plan for sustainability including funding for the core program that does not have ongoing reliance on “soft” money (e.g., donations, grants, etc.);
- Clear evidence and track record of sustainability, in the event there is an enduring reliance on “soft” money (e.g., donations, grants, etc.);
- An adequate reserve and contingency plan targeted to the minimum enrollment needed for solvency (especially for year 1);
- A sound plan for financial management systems;
- An audit assurance and/or plan with adequate budget allocation; and
- A plan for dissolution of assets should the school close.

2. Revenues: *How would you rate the accuracy and attainability of the revenue projections?*

- A narrative explaining key revenue assumptions;
- Realistic revenue projections showing all anticipated revenue sources -- including state, local, federal and private funds, and any fee-based programs and services;
- Realistic cash flow projection; and
- A fundraising plan including assumptions and report on current status.

3. Expenditures: *How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?*

- Spending priorities that align with the school’s mission, educational program, management structure, professional development needs, and growth plan;
- A budget narrative explaining key expense assumptions;
- Realistic expense projections addressing major operating expenses including staffing and benefits, special education, facility, materials and equipment, and contracted services;
- Budgeting to meet minimum insurance requirements; and
- Evidence to support key assumptions including that compensation is sufficient to attract qualified staff and that facilities budget is adequate.

1. Financial Operation: *How would you rate the structures and practices related to financial operation?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

2. Revenues: *How would you rate the accuracy and attainability of the revenue projections?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

3. Expenditures: *How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?*

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: FINANCIAL CAPACITY

If Meets or Excels; Strengths	Reference	If Approaches or Inadequate; Concerns & Additional Questions	Reference
LPS-Hayward has met the requirements for fiscal solvency as outlined by CDE			

E. FACILITIES PLAN

The Facilities Plan should demonstrate that the petitioners understand the school’s facilities needs and its options for meeting those needs.

Do the petitioners anticipate using a district facility or finding a facility independent of the district?

- Non-district facility X District facility (Prop 39)

District facility anticipated pursuant to Prop 39

A description of the facilities plan where the applicants have not yet identified a specific site will include the following characteristics:

- Informed assessment and description of anticipated facilities needs;
- Adequate budget based on 3% of anticipated per pupil revenue;

- A thoughtful contingency plan in the event that a mutually agreeable district facility is unable to be procured,
- A site preference with a compelling rationale for the preference; and
- An assurance of legal compliance (health and safety, ADA, and applicable building codes).

Facilities Plan: *Does the facilities plan indicate a thorough understanding of the school’s needs?*

Inadequate	Approaches	Meets	Excels
X	<input type="checkbox"/>	X	<input type="checkbox"/>

ANALYSIS: FACILITIES PLAN

If Meets or Excels; <i>Strengths</i>	Refer ence	If Approaches or Inadequate; <i>Concerns & Additional Questions</i>	Referenc e
This section is not applicable for LPS-Hayward			

PETITIONER CAPACITY SUMMARY

Based on the information presented in the petition, how would you rate the likelihood that petitioners will successfully implement the proposed program? Your comments should identify the most significant strengths and weaknesses with respect to petitioner capacity.

Inadequate	Approaches	Meets	Excels
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

PETITIONER CAPACITY SUMMARY

Strengths
<p>Leadership Public Schools–Hayward (LPS-Hayward) presents a clear, coherent, and equity-centered educational program that aligns strongly with its stated mission, vision, and instructional practices. As articulated in the Executive Summary and throughout the charter renewal petition, LPS-Hayward is committed to creating inclusive, empowering, and college-preparatory learning experiences that equip students with the academic, economic, and leadership readiness skills needed to succeed in college, career, and community leadership. The school emphasizes preparing students to enter adulthood with confidence, pride in their identities, and a commitment to social justice, while addressing persistent opportunity gaps faced by historically underserved student populations.</p> <p>LPS-Hayward’s instructional model is grounded in research-based practices that prioritize responsiveness to students’ academic levels, personalized and differentiated learning informed by data, and asset-based approaches that foster a strong sense of belonging. These principles are operationalized through eight clearly defined instructional components that place students at the center of learning. These components include rigorous, standards-aligned instruction; data-informed practices; personalized learning and targeted supports; embedded social-emotional learning and wellness; equity-focused practices; real-world learning and career preparation; collaborative and adaptive professional development; and robust student engagement and leadership opportunities. Together, these components reflect a comprehensive approach to whole-child development and academic excellence.</p>

A notable strength of the program is the development and implementation of the LPS Common Spine, a curated, standards-aligned collection of curriculum resources, scope and sequence documents, and assessments designed to ensure instructional coherence and quality across courses. The Common Spine leverages technology to support curriculum implementation, professional learning, and access supports, and is currently in Phase 1 of a planned three-phase rollout to ensure long-term sustainability and continuous improvement. Teachers participate in weekly professional development and collaborative inquiry cycles that use multiple forms of assessment data to refine instruction and strengthen implementation of the Common Spine.

LPS-Hayward demonstrates strong systems of support for diverse learners through the implementation of a comprehensive Multi-Tiered System of Supports (MTSS) that is responsive to students' strengths and needs. The school articulates clear processes for identifying and supporting students with disabilities, including compliance with IDEA requirements, state timelines, and SELPA policies through El Dorado County SELPA. LPS-Hayward affirms that students will not be denied admission or counseled out due to disability and that students with disabilities retain full access to core instruction through both push-in collaborative models and pull-out supports, as appropriate. The proposal also reflects a clear and compliant process for 504 accommodations.

Additionally, LPS-Hayward demonstrates appropriate and thorough practices for serving English Learners, including identification through the Home Language Survey, initial and annual language proficiency assessments, monitoring and notification procedures, reclassification criteria, and the implementation of both integrated and designated ELD programs aligned with the California ELA/ELD Framework. Long-term English Learners receive targeted designated ELD support.

Overall, the charter renewal petition reflects a well-developed instructional framework, a strong commitment to equity and student-centered learning, and a clear understanding of statutory and regulatory responsibilities.

Criteria Not Sufficiently Addressed, Concerns & Additional Questions

Common Spine Rollout and Fidelity: The LPS Common Spine is described as being in Phase 1 of a three-phase implementation. However, the petition does not sufficiently detail timelines, benchmarks for success, or accountability measures to ensure consistent implementation across grade levels and content areas.

Capacity and Scaling: The petition does not articulate staffing capacity, leadership oversight, or resource allocation to support the full implementation of the eight instructional components while maintaining instructional quality.

What are the implementation timelines, milestones, and accountability structures for Phases 2 and 3 of the LPS Common Spine?

How does LPS-Hayward monitor the fidelity and effectiveness of MTSS interventions, particularly for students requiring sustained or intensive support?

How are outcomes from weekly professional development and coaching cycles measured, and how are they linked to improvements in classroom instruction and student learning?

